

LUGOFF ELEMENTARY

P.O. Box 38
Lugoff, SC 29078

GRADES K-5 Elementary School

ENROLLMENT 566 Students

PRINCIPAL vacant 803-438-8000

SUPERINTENDENT Herbert M. Berg, Ed.D. 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	25	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

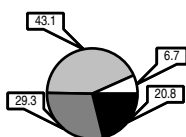
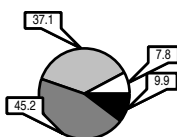
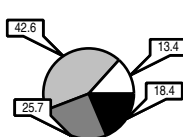
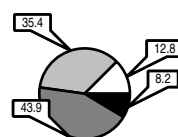
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	298	100.0	8.7	36.9	44.6	9.8	68.3	Yes	Yes
Gender									
Male	149	100.0	12.5	44.4	39.6	3.5	56.9		
Female	149	100.0	4.9	29.4	49.7	16.1	79.7		
Racial/Ethnic Group									
White	233	100.0	4.9	35.8	47.3	11.9	73.0	Yes	Yes
African-American	57	100.0	24.1	40.7	33.3	1.9	50.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	260	100.0	4.0	35.6	49.2	11.2	74.8		
Disabled	38	100.0	40.5	45.9	13.5	0.0	24.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	298	100.0	8.7	36.9	44.6	9.8	68.3		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	292	100.0	8.5	37.6	44.3	9.6	68.1		
Socio-Economic Status									
Subsidized meals	100	100.0	15.8	49.5	30.5	4.2	54.7	Yes	Yes
Full-pay meals	198	100.0	5.2	30.7	51.6	12.5	75.0		

Mathematics - State Performance Objective = 15.5%									
All Students	298	100.0	7.3	43.2	28.9	20.6	69.0	Yes	Yes
Gender									
Male	149	100.0	9.0	44.4	26.4	20.1	66.7		
Female	149	100.0	5.6	42.0	31.5	21.0	71.3		
Racial/Ethnic Group									
White	233	100.0	4.0	41.6	29.2	25.2	73.5	Yes	Yes
African-American	57	100.0	22.2	46.3	27.8	3.7	53.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	260	100.0	3.6	42.4	31.2	22.8	74.0		
Disabled	38	100.0	32.4	48.6	13.5	5.4	35.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	298	100.0	7.3	43.2	28.9	20.6	69.0		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	292	100.0	7.4	42.9	28.7	20.9	69.1		
Socio-Economic Status									
Subsidized meals	100	100.0	13.7	50.5	25.3	10.5	61.1	Yes	Yes
Full-pay meals	198	100.0	4.2	39.6	30.7	25.5	72.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	95	100.0	11.2	47.2	36.0	5.6	41.6
	Grade 4	94	98.9	5.6	41.1	45.6	7.8	53.3
	Grade 5	73	100.0	16.7	50.0	33.3	N/A	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	5.7	25.7	47.6	21.0	68.6
	Grade 4	96	100.0	9.5	41.1	47.4	2.1	49.5
	Grade 5	94	100.0	11.0	46.2	38.5	4.4	42.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	95	100.0	9.0	43.8	31.5	15.7	47.2
	Grade 4	94	100.0	1.1	34.1	33.0	31.9	64.8
	Grade 5	73	100.0	12.1	43.9	28.8	15.2	43.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	6.7	37.1	32.4	23.8	56.2
	Grade 4	96	100.0	4.2	58.9	24.2	12.6	36.8
	Grade 5	94	100.0	11.0	33.0	28.6	27.5	56.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 566)				
First graders who attended full-day kindergarten	97.6%	N/C	97.2%	100.0%
Retention rate	3.5%	Up from 2.3%	1.9%	2.7%
Attendance rate	96.5%	Up from 96.0%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.9%	3.5%
Eligible for gifted and talented	34.0%	Down from 34.1%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.8%	Up from 3.2%	7.3%	8.2%
Older than usual for grade	0.2%	Down from 0.9%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	54.5%	Down from 55.9%	55.4%	51.4%
Continuing contract teachers	84.8%	Down from 91.2%	87.9%	87.5%
Highly qualified teachers**	100.0%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.8%	Up from 82.7%	88.4%	86.7%
Teacher attendance rate	92.5%	Down from 94.4%	95.2%	94.9%
Average teacher salary	\$39,619	Down 1.0%	\$42,422	\$40,760
Prof. development days/teacher	14.9 days	Up from 12.0 days	10.5 days	12.4 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.0 to 1	20.5 to 1	18.9 to 1
Prime instructional time	86.2%	Down from 89.1%	90.8%	90.0%
Dollars spent per pupil*	\$5,219	Up 3.0%	\$5,493	\$6,044
Percent of expenditures for teacher salaries*	69.4%	Down from 72.5%	68.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.9%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Lugoff Elementary is to develop competent and confident lifelong learners by creating a safe, positive, innovative environment where the staff, parents, guardians, and the community work in collaboration to provide equitable opportunities and early intervention for students to reach their maximum potential in an ever-changing world.

We believe:

- Early childhood education and early intervention are fundamental to academic success.
- All students can learn and will have the opportunity to learn.
- The school environment will be safe and conducive for learning and for teaching.
- Our school is a community of learners where learning is an active, exciting, lifelong process.
- Effective learning takes place when teachers, parents, and community work in a collaborative effort.
- Effective and relevant learning includes a positive atmosphere and varied learning strategies.
- A well-prepared, optimistic and enthusiastic staff is vital to a positive learning environment.
- Children who are actively involved in learning are more successful.
- Everyone will be valued and treated with respect.

You can see from our mission and beliefs that we value the relationship between home, school, and community. We appreciate our parent volunteers and community friends. Being a National Blue Ribbon School of Excellence, Redbook's America's Best, Palmetto's Finest, and Palmetto Gold is evidence of the quality program that the Lugoff community has grown to expect from our school. We have a legacy of excellence that has been made possible by our collaborative effort of putting love at the top of the curriculum and expecting nothing but our best!

When you enter the halls of Lugoff Elementary, you see past the cuts within the budget, the reduction in staffing, and the expectation of more with less. You see the extreme talent of our faculty, staff, and students. You see children who are happy learners, focused on academic excellence. You see a dedicated PTO and SIC. You see results!

We're proud of our success, our people, and our programs. Lugoff Elementary School is ABC - All Because of Children!

Dr. John M. Gardner, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	84	61
Percent satisfied with learning environment	100.0%	90.4%	95.1%
Percent satisfied with social and physical environment	100.0%	93.8%	96.7%
Percent satisfied with home-school relations	100.0%	91.4%	76.3%

*Only students at the highest elementary school grade level at this school and their parents were included.